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El sistema Berlitz, estoy seguro, ha de producir una revolución en la enseñanza de las lenguas; si la opinión de quien lo ha experimentado puede ser útil, creo que es llenar un deber darla, y por eso, próximo á dar por terminadas las lecciones de alemán que, con tanta satisfacción, he recibido, dirijo á Vds. esta carta y me suscribo su agradecido discípulo y seguro servidor.

Extrait d'une lettre de M. Edouard Herriot, professeur de Rhétorique au Lycée de Lyon, France.

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(*Extract from a Pamphlet Referring to Commercial Education, entitled "Our Colleges" by P. E. J. Hemelryk, Esq., J. P., Vice-President of Liverpool Chamber of Commerce, Chairman City of Liverpool School of Commerce*).

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BERLITZ METHOD

For Teaching Modern Languages

ILLUSTRATED EDITION FOR CHILDREN

ENGLISH PART

BY

M. D. BERLITZ

Chevalier de la Légion d'Honneur
Officier d'Académie
Comendador de la Orden Civil de Alfonso XII

M. D. Berlitz, 1122 Broadway, New York

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The Berlitz Method of Teaching Languages.

"Everyone learns German or any other language much better from hearing it spoken in the house, in business and at church, than from books"

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The Berlitz Method is an imitation of the natural process by which a child learns its mother tongue. In it, translation as a means of acquiring a foreign language, is entirely abandoned. From the very first lesson, the student hears only the language he is studying. The reasons for this mode of introducing the new tongue are as follows:

1. In all translation methods, most of the time is taken up by explanations in the student's mother tongue, while but few words during the lesson are spoken in the language to be learned. It is evident that such a procedure is contrary to common sense.

2. He who is seeking to acquire a foreign language by means of translation, neither gets hold of its spirit nor does he become accustomed to think in it; on the contrary, he has a tendency to base all he says

on what he would say in his mother tongue and he cannot prevent his vernacular from assimilating the foreign idiom, thereby rendering the latter unintelligible or, at least, incorrect.

3. A knowledge of a foreign tongue acquired by means of translation, is necessarily defective and incomplete; for there is by no means for every word of the one language, the exact equivalent in the other. Every language has its peculiarities, its idiomatic expressions and turns, which cannot possibly be rendered by translation. Furthermore the ideas conveyed by an expression in one language, are frequently not the same as those conveyed by the same words in an other. This undeniable fact alone suffices to show clearly that all translation-methods are deficient, and proves that every language must be learned from itself. This is also confirmed by the well known experience of a traveller in a foreign country. He learns with little trouble and in a comparatively short time to speak fluently the foreign language, whilst the student at school, in spite of his wearisome work with grammar and translation exercises, vainly strives for years to obtain the same result.

The instruction by the Berlitz method is to the student what the sojourn in a foreign land is to a traveller. He hears and speaks only the language he wishes to learn, as if he were in a foreign country.— He has, however, the advantage that the language

has been methodically and systematically arranged for him.

In order to make himself understood, the teacher in the Berlitz method resorts at first to object lessons. The expressions of the foreign language are taught in direct association with perception; the student thus forms the habit of using the foreign tongue spontaneously and easily, as he does his mother tongue, and not in the roundabout way of translation. The difficulties of grammar, which frequently are created only by translation and the consequent comparison with the mother tongue, are greatly diminished. It is, for instance, just as easy for the student to learn "I you see" (French form) as it is "I see you" (English form), the difficulty appears only when the student compares the foreign expression with that of his mother tongue in which the construction is different. It is also evident that the value of the various words and constructions are understood much more easily by means of the practical and striking examples of object lessons, than by the abstract rules of theoretical grammar.

What cannot be taught by means of object lessons, is elucidated by being placed in proper context; i. e. the new words are used among previously learned expressions in such a manner that the meaning of the new becomes perfectly clear from its connection with what precedes and follows. In the more advanced

lessons, the new words are frequently explained by simple definitions containing the previously acquired vocabulary.

The entire stock of words used in the lessons, is given principally in the form of conversation between the teacher and the student. The order followed is such as always to give the most necessary and the most useful first, so that, if the student discontinues after having taken only few lessons, he has acquired a sufficient knowledge of the language to be able to make a practical use of it.

These are the more important advantages claimed for this method, and the author feels confident that this new edition will prove of great value to teachers who are willing to work hard, if by it they insure the complete success of their students.

FIRST PART

OBJECT LESSONS.

FIRST PART.

Directions for the Teacher.

1. A strict adherence to the Berlitz Method requires **an absolute exclusion of the pupil's mother tongue,** as the understanding is to be brought about by object teaching and association of ideas. Teachers are cautioned against the slightest compromise on this point.

2. As a preparation for each lesson the teacher is to master perfectly not only the lesson to be given, but also all the preceding ones. Only when conscious, at every word, of the pupil's vocabulary, can the teacher be sure of using in his explanations words already known.

3. The examples of the book must, of course, be changed according to circumstances and surroundings. They must also be added to, as the pupil's progress will be in proportion to the amount of **drill in speaking.** Care must be taken to select the additional examples in harmony with the method.

4. Give each lesson first orally. In order to avoid all obstacles in the way of acquiring a good pronunciation, the pupils first must hear and speak the word, before they see it. Otherwise they will unconsciously give to each letter the value it has in their mother tongue, and will thus be hindered in readily grasping the new sounds.

5. When a pupil hesitates to answer, prompt him instantly. Then repeat the question to see if the pupil can answer now.

Do not tire the children by drilling them long in subjects hard for them. Better return to the subject again later on.

6. In correcting a mistake give only the correct expression accentuating the corrected word. By repeating the wrong expression the pupil's ear becomes accustomed to it, while, on the contrary, every vestige of it should be effaced if possible.

7. Never allow the pupils to prepare a lesson in advance. However careful and talented they may be, they can hardly help mispronouncing and using wrong expressions. Practicing mistakes is evidently only harmful.

8. The initiative lessons are to be given as follows:

a) Pronounce distinctly the new words, as soon as possible in sentences, show at the same time the object named (or its pictorial representation) — make the motion or execute the act expressed — show, by comparison or opposition, the different qualities and conditions of things — and then put a question as indicated in the book and answer it yourself. Repeat these questions and answers until the pupil may be supposed to have fully grasped sound and meaning and is ready to give the answer himself. Then put the question to him and help him over the difficulties he may encounter in answering.

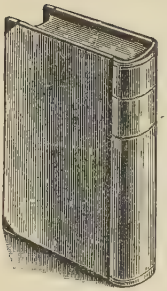
b) Frequently the meaning of a word or phrase is intelligible to the pupil only through the context. In such cases care must be taken to establish the logical connection between the new vocabulary and that previously acquired.

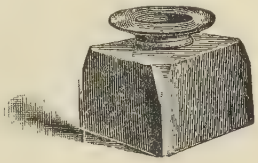
9. During the second half of the lesson read the words and sentences to the class aloud and have the class read them after you until they can read them fluently without aid.

10. Although the children read from the first lesson, do not touch upon the names of letters, their value, syllables &c. before the ninth lesson. During the first eight lessons the child's eye is to be accustomed to the looks of the words as such, as if each were represented by one sign. (On this subject see the Reading Methods of Jacotot, in France, and Quincy in America.)

First Lesson.

The pencil.



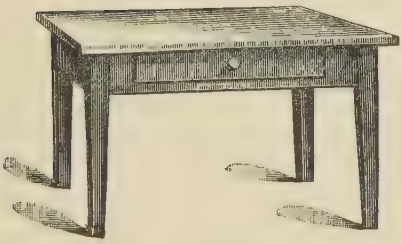


The inkstand.

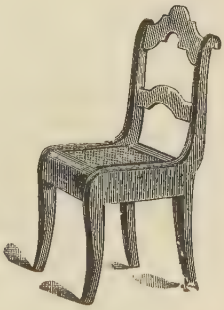
The book.

The Pen.

The ruler.

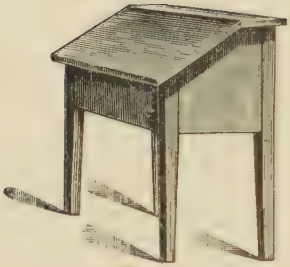


The table.



The chair.

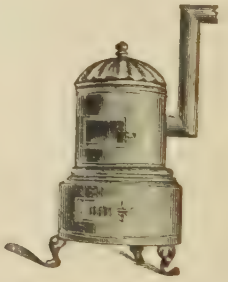
What is this? The book.



The desk.

The blackboard.

The bench.

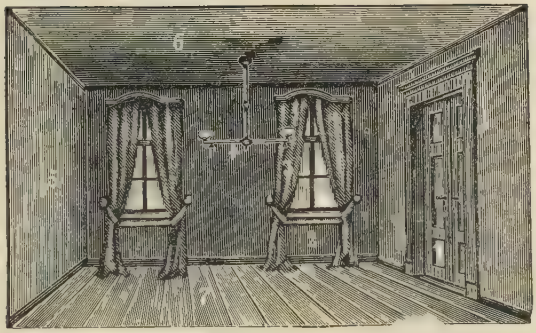


The stove.

The sofa.

What is this? The desk.

Is this the desk? { Yes, it is. / No, it is not.



The room.

1. The door.
2. The window.
3. The curtain.
4. The gas fixture.
5. The wall.
6. The ceiling.
7. The floor.

What is this? It is the door.

Is this the wall? { Yes, it is. / No, it is not.

---

1 one, 2 two, 3 three, 4 four, 5 five.

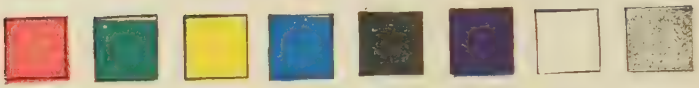
One ceiling, one floor, one door, two windows, three walls, four curtains, five books.

How many windows are there? There are two windows.

How many books are there?

How many pencils are there?

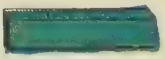
Second Lesson.



red green yellow blue black brown white gray

The red pencil is short.

The gray pencil is long.



The green ruler is short.

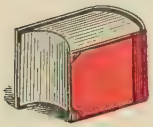
The yellow ruler is long.

The blue window is narrow.
The green window is wide.
The book is narrow.
The paper is wide.

Of what colour is the paper? The paper is white. Of what colour is the blackboard? Of what colour is the ceiling? Of what colour is the wall? Of what colour is the stove? Of what colour is the chalk? Of what colour is the pencil? Of what colour is the ruler?

Is the paper white? Yes, it is. Is the ceiling red? No, it is not. Is the gray pencil long? Is the red pencil short? Is the gray pencil short? Is the yellow ruler long? Is the green ruler short? Is the wall long? Is the pen long? Is the chalk short? Is the green window wide? Is the blue window narrow? Is the paper wide? Is the door narrow? Is the book wide? Is the ruler narrow?

Which pencil is short? The red pencil.
Which pencil is long? The gray pencil.
Which pencil is red? The short pencil.
Which pencil is gray? Which ruler is green? Which window is wide? Which window is blue?



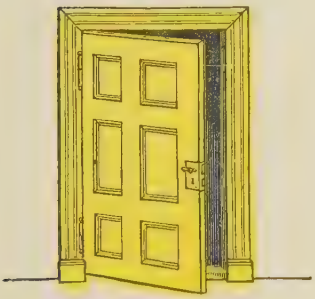
The red book.

The red book is thick. The gray book is thin. The pasteboard is thick. The paper is thin. Is the red book thick? Is the gray book thin? Is the red book thin? Is the pasteboard thick? Is the paper thin? Which book is thick? Which book is thin?

The gray book.

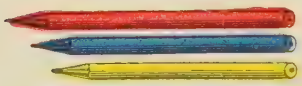
The picture.

The door is large.
The wall is large.
The picture is small.
The table is small.
Is the door large?
Is the door small?
Is the window small?
Is the wall large?
Is the room large?
Is the large book brown?
Is the small book black?
Is the large door yellow?



The door.

Is the brown box large? Is the white box small? Is the brown box small? Is the white box large? Of what colour is the large box? Of what colour is the small box? Of what colour is the thick book? Of what colour is the thin book?



Long, longer, the longest.

As long as.

The yellow pencil is long.
The blue pencil is longer.
The red pencil is the longest.
The wall is longer than the blackboard.
The floor is larger than the table.
The door is larger than the window.

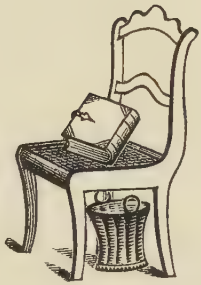
The book is thicker than the paper.

Is the book longer than the pencil? Is the red pencil longer than the blue pencil? Is the ruler longer than the pencil? Is the window larger than the door? The white pencil is not longer than the green one. The green pencil is as long as the white one. Is the green pencil as long as the white one? Yes, it is. Is the yellow pencil as long as the blue one? No, it is not. Is the floor as large as the ceiling? Is the window as large as the door?

6 six, 7 seven, 8 eight, 9 nine, 10 ten.

Third Lesson.

A little boy.



A little girl.

The book is **on** the chair. The basket is **under** the chair. The paper is **in** the basket. The little girl is **behind** the chair. The little boy is **in front of** the chair. The chair is **between** the little boy and the little girl.

Where is the book? The book is on the chair.

Where is the basket? Where is the paper? Where is the little girl? Where is the little boy?

The basket is not on the chair, but under the chair.

The book is not under the chair, but on the chair.

The little girl is not in front of the chair, but behind it.

The little boy is not behind the chair, but in front of it.

Is the book on the chair? Yes, it is.

Is the book under the chair? No, it is not under the chair, but on it.

Is the little girl behind the chair? Yes, **she** is.

Is the little girl in front of the chair? No, she **is not**, she is behind it.

Is the little boy in front of the chair? Yes, **he** is. Is he behind the chair? No, he is not, he is in front of it.

I am Mr. Berlitz.* You are Miss Mary.† This little boy is Charles Palmer. I am behind the desk, you are on the chair. Charles is in front of me. The wall is behind you.

Who am I? You are Mr. Berlitz.

Who are you? I am Charles Palmer.

Who is this little boy? He is George Rice.

Who is that little girl? She is Mary Rice.

Where am I? You are behind the desk.

Where are you? I am on the chair.

Where is Charles? He is behind the desk.

Where is Louisa? She is in front of the blackboard.

Are you behind the table? Yes, I am. No, I am not, I am in front of it. Am I between the chair and the table? No, you are not. Are you behind me? Am I in front of you? Is Charles behind George? No, he is not behind **him**. Is he in front of Miss Ida? Yes, he is in front of **her**.

Are you Charles Palmer? Yes, I am. (No, I am not, I am George Rice.)

---

11 eleven, 12 twelve, 13 thirteen, 14 fourteen, 15 fifteen.

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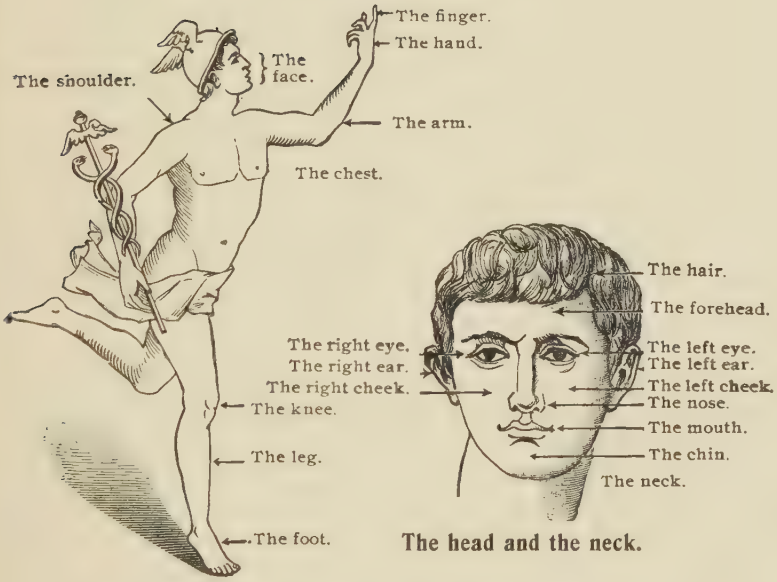
*Give the name of the teacher. †Give the name of a pupil.

Fourth Lesson.



The head and the neck.

The head. The head is on the shoulders. The hair is on the head. Charles has black hair. Louisa has blond hair. You have brown hair. I have black hair. The eyes are in the head. I have two eyes. You have two eyes, the right one and the left one. You have blue eyes. Charles has gray eyes. Has Charles blond hair? Has Louisa blue eyes? Have you black hair? Have I blond hair? Where is the hair? Which eye is this? Which ear is this? How many ears have you? The nose is between the mouth and the eyes. The mouth is under the nose. Where is the mouth? Where is the nose? How many eyes have you?

I have black hair and you have blond hair. John has brown hair; **my** hair is black; **your** hair is blond; John's hair is brown. Of what colour is my hair? Of what colour is your hair? Is John's hair brown? Yes, **his** hair is brown. Is Ida's hair brown? No, **her** hair is not brown, but blond.

The neck is between the head and the shoulders. You have two shoulders. The back is behind, between the two shoulders. Where is the neck? How many shoulders have you? Which shoulder is this? Is the chest in front or behind? Where is the back?

The arm, the hand, the finger. My arm is long. I have two arms, the right one and the left one. I have two hands, the right one and the left one. You have five fingers on each hand. You have ten fingers on both hands. You have a book in your hand. Is your arm long? How many hands have you? Which arm is this? Which hand is this? How many fingers have you on the right hand? How many fingers have you on both hands? Have you a book in your hand? What have you in your hand? Have I a pencil in my hand? Yes, you have a pencil in your hand. No, you have no pencil in your hand. In which hand have you the book, in the right one or in the left one? In which hand have I the pencil?

The leg, the foot, the knee. You have two legs and two feet. How many feet have you? Is this the right foot? Is that the left leg? Which foot is this? You have your feet on the floor. I have my feet on a carpet. I have a book on my knees. Have you your

feet on the floor? Have I my feet on the carpet? Have I a book on my knees? Has Jane a book on her knees?

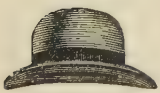
16 sixteen, 17 seventeen, 18 eighteen, 19 nineteen, 20 twenty.

Fifth Lesson.

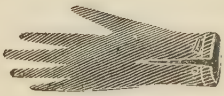
The coat.

The trowsers.

The vest.



The hat.



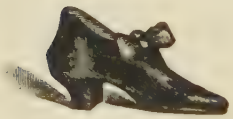
The glove.

A gentleman.

The gentleman has a black hat. He has a hat on his head. The coat has four buttons. There is a pocket in the coat. The coat is larger than the vest. The vest has two pockets. The coat has two sleeves, but the vest has none.

Has the gentleman a hat on his head? Of what colour is his hat? Is the coat longer than the vest? How many pockets are there in the coat? There is one pocket. How many sleeves has the coat? How many buttons has the vest? It has four buttons. Has the vest any sleeves? No, the vest has no sleeves. Have you a hat? Have you any gloves? Of what colour are my gloves? How many buttons has this glove? The gentleman has a cane in his left hand. What has the gentleman in his hand? In which hand has he his cane?

The gentleman has a pocket in his coat. I have a pocket. You have a pocket. I have a handkerchief in my pocket. You have a handkerchief. The gentleman has his hat on his head. I have no hat on my head. Have you a handkerchief? Yes, I have. Have you a hat on your head? No, I have not. Has the gentleman gloves on his hands? Yes, he has. Have you gloves on your hands? Have I any gloves? How many gloves have I? You have two gloves. I have one glove for the right hand and one for the left hand. For which hand is this glove? That glove is for the right hand.

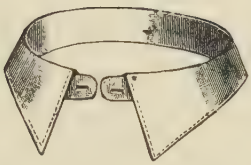


The shoe

My shoes are on my feet.
Where are your shoes? Are your shoes as large as mine?

Of what colour are your shoes?
How many shoes have you?

The cuff.



The collar.

Have you a collar? Of what colour is my collar? How many cuffs have I? Of what colour are my cuffs?

A lady.

A girl.

(A young lady.)

The waist.

The skirt.

The dress.

The dress has a waist and a skirt. The waist has two sleeves. The waist has two cuffs and a collar. The lady has a long dress. The lady's dress is longer than the girl's. The lady has a jacket. She has an umbrella in her right hand. She has a hat on her head. The lady's hat is not large. The lady is taller than the girl. The girl has long hair Has she a hat on her head? Has the lady a hat? What has the lady in her right hand?

The girl has a fan in her hand. Have you a fan? Is the skirt longer than the waist? Is the girl smaller than the lady? Who is taller, the girl or the lady?

Has Mary a blue dress? Have you a jacket? How many pockets have you in your jacket? Have you any gloves? How many gloves have you? Have you long hair? Has Miss Mary longer hair than you?

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21 twenty-one, 22 twenty-two, 23 twenty-three, 24 twenty-four, 25 twenty-five.

Sixth Lesson.

I take the book.* I put the book on the chair. I take the pencil and put it into my pocket. I pull the chair toward the table. I push it toward the blackboard. I carry the chair toward the table. I open the door. I close it.

Take this book.** You take the book. †He takes the book. Put it on the table. You put the book on the table. He puts the book on the table. Pull the chair toward the table. You pull the chair toward the table. He pulls the chair toward the table.

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* Doing it.

** If the imperative form is accompanied by the proper gesture, the student will readily understand it. Frequently "please, thank you, etc." should be used, but without laying any special stress on it.

† Pointing to the same student but talking to another one.

Edward, take this book. What does Edward do? He takes the book.* Open the book. What does Edward do? He opens the book. I open the door. What do I do? (†You open the door.) Please, close the door.

What do you do? (†I close the door.) What does he do? (He closes the door.)

**What do I do?	or	What am I doing?
What do you do?	or	What are you doing?
What does he do?	or	What is he doing?
What does she do?	or	What is she doing?

I open my book. What am I doing? You are opening your book. I am taking my hat. What am I doing? You are taking your hat. Put your book on the table. What are you doing? I am putting my book on the table. What is Jenny doing? She is putting her book on the table.

Do I take the book?	You do (you do not††).
Am I taking the book?	You are (you are not).

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* At first the teacher answers himself, then he repeats the question and makes a student answer.

† Helping the student with the answer.

** For the present, do not attempt to explain the difference in meaning between the duration form (I am doing) and the general form (I do) but merely drill the student in correctly using the verbs. Later on, when his vocabulary is larger, it will be easy to show him the difference between for instance: "I eat when I am hungry" and "I am eating now" etc.

†† Frequently the teacher should use the abbreviations don't, doesn't etc.

Do you open the book?	I do (I do not).
Are you opening the book?	I am (I am not).
Does Mr. Berlitz close the book?	He does (he does not).
Is Mr. Berlitz closing the book?	He is (he is not).
Does Miss Bertha take the pencil?	She does (she does not).
Is Miss Bertha taking the pencil?	She is (she is not).
Who takes the book?	I do — you do — he does.
Who is taking the book?	I am — you are — he is.

*Do I open my book? Close your book. Do you close your book? Does George close his book? Take this pen. Who takes this pen?

I am opening the door. Am I opening the door? (You are.) Are you opening the door? (I am not.) Who is opening the door, you or I? (You are.) Carry the chair toward the door. Are you carrying the chair toward the door? Is John carrying the chair toward the door?

I am going to the window.† What am I doing? Where am I going? Who is going to the window? I

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* Ask most of the questions twice in such a manner that the student may answer once affirmatively and once negatively.

† The difference between "toward" and "to" can easily be shown by going in that direction merely or going there entirely.

come to you. What am I doing? To whom am I coming? Who is coming to you?

Come here.* Go there.* Where is Paul going? Who is coming here? Is Paul coming here or is he going there? Does Paul go or come?

Do not come here ; remain there. Are you coming here? Does Paul remain behind the table? Come here, please. Does Paul remain there or does he come here? This is my place, and that is your place. Are you at your place? Come here. Go to your place. What are you doing?

I take,	you take,	he takes.
I am taking,	you are taking,	he is taking.
I put,	you put,	he puts.
I am putting,	you are putting,	he is putting.
I carry,	you carry,	he carries.
I am carrying,	you are carrying,	he is carrying.
I push,	you push,	he pushes.
I am pushing,	you are pushing,	he is pushing.
I pull,	you pull,	he pulls.
I am pulling,	you are pulling,	he is pulling.
I open,	you open,	he opens.
I am opening,	you are opening,	he is opening.
I close,	you close	he closes.
I am closing,	you are closing,	he is closing.

* Motioning.

I go,	you go,	he goes.
I am going,	you are going,	he is going.
I come,	you come,	he comes.
I am coming,	you are coming,	he is coming.
I remain,	you remain,	he remains.
I am remaining,	you are remaining.	he is remaining.

Seventh Lesson.

The Numbers.

1 one,	13 thirteen,	25 twenty-five,
2 two,	14 fourteen,	26 twenty-six,
3 three,	15 fifteen,	27 twenty-seven,
4 four,	16 sixteen,	28 twenty-eight,
5 five,	17 seventeen,	29 twenty-nine,
6 six,	18 eighteen,	30 thirty,
7 seven,	19 nineteen,	40 forty,
8 eight,	20 twenty,	50 fifty,
9 nine,	21 twenty-one,	60 sixty,
10 ten,	22 twenty-two,	70 seventy,
11 eleven,	23 twenty-three,	80 eighty,
12 twelve,	24 twenty-four,	90 ninety,

100 one hundred.

I count: 1, 2, 3, 4, 5, 6. What am I doing? You are counting. Mr. Ball counts. What is he doing? He is counting. I count from 9 to 14: "9, 10, 11, 12, 13, 14." Count from 15 to 20.

Three and four is seven.* How much is 3 and 5? How much is four and seven? 3 times 3 is nine. How much is 2 times 6? How much is 3 times 4? What is more, 5 or 8? Which is less, 6 or 9? How much is 2 and 5? How much is 3 and 4? Is 3 and 4 more than 2 and 5? No, it is just the same, it is neither more nor less.

This is one pencil; these are two pencils. One table, four tables; one box, two boxes; one lady, three ladies; one gentleman, two gentlemen; three boys; four girls. How many books are there on the table? How many boxes? How many little girls are in this room?

How many books are there under the table? There are none (= no books). How many fans have you? I have none.

Eighth Lesson.

Who is this boy? He is Charles White. Who are these boys? They are Charles and George. What have **they?** They have books. Has Charles his book? Yes, he has his book. Have Charles and George **their** books? Yes, they have their books. This is my book and that is your book; whose books are these? They are **our** books.

* As "are" is also correct; the teacher should use sometimes "is" and sometimes "are" in order to accustom the student to both expressions.

Open your book, please. You open your book and I open my book. What are we doing? We are opening our books. Miss Ida and Miss Bertha please open your books. What are Miss Ida and Miss Bertha doing? They are opening their books. Are they opening their books? Yes, they are.

You close your book and I close my book. What do **we** do? Do we close our books? (Yes, we do — No, we don't.)

Take your pencils. Do these boys take their pencils? (Yes, they do — No, they do not.)

The table is behind you and me, it is behind **us.** What is behind us? Where is the table? Is the table in front of Charles and George? Yes, it is in front of **them.** What is in front of Charles and George?

Ninth Lesson.

The teacher writes on the blackboard. You write on the paper. I take the pencil and write on the paper. On what does the teacher write? Who writes on the blackboard? Do you write on the paper? Do you write on the wall? No, I do not. Do I write on the floor? No, you do not. What do we write? We write letters. Do John and Paul write on the blackboard? No, they write on the paper. What do they write?

I take my book. I read in the book. I read the alphabet. Take your book. Open your book. Read

the alphabet. You are reading. Charles is reading. We are reading. What are you reading? In what book do we read? Is Charles reading? On what page do we read?

I am writing letters. I write words. I write a sentence. What is this, a letter or a word? How many letters are there in the word "desk"? How many words are there in the sentence "the ruler is yellow"?

I recite the alphabet: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z. Recite the alphabet. What is Charles doing?

The alphabet begins with A and ends with Z. A is the first letter, Z is the last. A is the first, B the second, C the third, D the fourth, E the fifth, F the sixth, etc. . . . How many letters are there in the alphabet? What letter is D, the third or the fourth? With what letter does the alphabet begin? With what letter does it end? With what word does this sentence begin? On what page does the first lesson of your book end? What page is this? On what page does the third lesson begin?

The letter A is before the letter B; the letter C is after the letter B; the letter H is between the letter G and the letter I. Where is the letter H, before or after the letter G? What letter is before U? What letter is after G? What letter is between M and O?

These sentences: **"What are you doing? What book have you? Is the black book on the table?"** are questions. These

sentences: "I read; I have my book; Yes, sir, it is" are answers to those questions.

I ask a question: "Who is that gentleman?" Answer my question, Mary. "He is Mr. Palmer." What are you doing, Mary? Ask George a question. Who asks the question? What question do you ask? George, please, answer the question of the young lady.

I spell the word **pen:** p—e—n. Please, Charles, spell the word **chair.** Spell: pencil — table — coat — box — wall — green — yellow — gray — Charles — Joseph.

How do you pronounce: H—a—t? I pronounce it **"hat".** How do you pronounce h—a—n—d, b—oo—k? d—r—e—ss? a—r—m? e—y—e? c—h—ee—k?*

Tenth Lesson.

There is an inkstand on the table. There is a handkerchief in my pocket. There is a pencil in my right hand. In my left hand there is **nothing.** What is there on the table? In my pocket? On the floor? In the box? In my right hand? What is there in my left hand? Nothing. What is there in the box? Nothing. There is **something** on the table. There is

* The teacher should now give the exercises on pronunciation contained in the appendix, practicing the words until the student can well give the correct sounds.

nothing on the chair. There is something in my right hand. There is nothing in my left hand.

Is there anything (something) on the table? Yes, there is something. (No, there is nothing.) Have I anything in my right hand? Yes, you have something.

Who is on that chair? Charles is on it. Who is behind the table? Miss Julia is. Who is in front of the window? **Nobody.** There is **somebody** on the brown chair. There is nobody on the yellow one. There is somebody behind the desk. There is nobody before it. Is there anybody behind the desk? Is there anybody in front of the window? Yes, there is somebody. No, there is nobody (= not anybody).

I am sitting down. I am standing up. Please, stand up. What are you doing? I sit down. What am I doing? You are sitting on the chair. I am standing on the floor. Charles is sitting on the chair. Am I sitting? Is Charles standing? Are you standing? Are you sitting? In front of what are you sitting? I am sitting in front of the window. Who is sitting near you? Miss Pauline is. Near whom am I sitting? You are sitting near Robert. Near what are you sitting? I am sitting near the table. Who is on the right side of Maurice? Who is at his left? (Nobody.)

Eleventh Lesson.

I cut the paper; I cannot cut the button. I break the match; I cannot break the key. You can break a match; you cannot break the key. I touch the gas-fixture. Maurice is tall, he can touch the gas-fixture; George is small, he cannot touch the gas-fixture. We cannot touch the ceiling, we are not tall enough.

You have a pencil, you can write. Charles cannot write, he has no pencil.

Count the books on the table. You can count the books on the table. You cannot count the hair on your head. Touch the ceiling. You cannot (can't) touch the ceiling, it is too high. You are not tall enough to touch the ceiling. Can you touch the gas-fixture? Yes, you can touch it, you are tall enough. Jane is taller than Mary. Jane can touch the gas-fixture; Mary can't touch it. Can George touch the gas-fixture?

Can I touch the gas-fixture? Are you tall enough to touch the clock? Are you taller than I? Is Alfred taller than you? Is Alfred tall enough to touch the clock? Can you open the window? Can you lift the large table? Can we (you and I) carry that table? Can Charles and George sit on the same chair? No, they cannot, the chair is too small.

Lift the desk, Charles. You cannot lift the desk, it is too heavy for you. This large dictionary is very heavy, it is heavier than this book. This small book is light. That box is not heavy, it is light. Is the

large book heavier than the small one? Is the box heavy? Can you carry this chair? Is that chair too heavy for you? Is this small table heavy? No, it is light. Is it heavier than the desk? No, it is lighter.

George can lift the desk; Charles cannot lift it. George is stronger than Charles. Are you strong enough to lift this table? Is Mary strong enough to carry this table in front of the window? No, she cannot do it, she is too weak. Is Mary stronger or weaker than George? She is weaker than he.

Why can you not touch the ceiling? Because it is too high.

Why can you not lift the desk? Because it is too heavy.

Why can I not go out? Because the door is locked.

Why can I not write? Because I have no pencil.

Why can I not tear this pasteboard? Because it is too thick.

Why can I not touch the ceiling? Why can I not go out? Why can you not break this key? Why can I not put this book into my pocket? Why can't Charles carry that table? Why can't Alfred come in?

If I remain on the chair, I cannot touch the gas-fixture; if I step on the chair, I can touch it.

If you have no chalk, you cannot write on the blackboard.

If I lock the door, you cannot go out; if you have the key, you can open the door and go out.

Can you take the inkstand, if you do not go near the table? Can you write on the blackboard, if you remain in your place? Can I touch the clock, if I do

not step on a chair? Can you go out, if the door is locked? Can you open the door, if you have the key? Can I touch the gas-fixture, if I step on a chair?

Twelfth Lesson.

I give you a book. You receive a book from me. What do I do? You give me a book. To whom do I give the book? You give it to me. Who gives you the book? You do. What do you receive? I receive a book. From whom do you receive it? I receive it from you.

Please, give me your pencil. What do you do? To whom do you give the pencil? From whom do I receive it?

Please, give this box to George. What do you do? What do you give to George? I give him a box. From whom does George receive the box? He receives it from me. I give you all some books. What do I give you? You give us some books. What do you receive? We receive books from you. What does the teacher give to his students? He gives them lessons.

You are too far from the table to take the ink, I hand (pass) it to you. What am I doing? To whom do I hand the ink? Hand the book to Mr. Brown. What are you passing to Mr. Brown? To whom do you pass the book? What do you pass to Mr. Brown?

What does Mr. Brown receive? Who passes the book to Mr. Brown?

I am too far to pass you the book, I bring it to you. What am I doing? Why can I not pass you the book? Whom do I bring the book to? Whom do you receive the book from?

"The ceiling is white". I speak. I tell you that the ceiling is white. Do I tell you anything? Yes, you tell me that the ceiling is white. Can you tell me who is that gentleman? He is Mr. Joly. Tell me your name. My name is Charles H. Wright. Can you tell me the name of your English teacher?

Ask Charles to pass you his book. Charles, pass me your book, please. What do you ask Charles? I ask him to pass me his book. Whom do you ask to pass you his book? Ask Miss Mary to bring me your book. Miss Mary, what does Charles ask you? He asks me to bring you this book.

If you ask somebody to close the door, you say: **Close the door, if you please.** If somebody gives you anything, you say: **I thank you** and he answers: **You are welcome.**

Ask Charles to give you something. What do you say to Charles, when he gives you something? What does Charles answer?

Thirteenth Lesson.

I write on the blackboard with the chalk. You write on the paper with the pencil. I cut this paper with a penknife. We walk with our legs. We take our books with our hands. With what do we write on the blackboard? With what do you write on the paper? With what do I cut the paper? What do I push the chair with? What do we walk with?

With our eyes we see. With our ears we hear. What do we do with our eyes? What do you see in this room? What do we hear with? — I knock. Do you hear anything?

Do you see anybody behind the table? Do you see anything under the table? Close your eyes. Do you see, if you close your eyes? Can you see my handkerchief? Why can you not see my handkerchief? (Because it is in your pocket.) Does Charles see the wall? No, he does not see the wall. Why does he not see it? Because it is behind him. Do you hear somebody closing the door? Do you hear somebody walking? What do we do with our ears?

With the nose we smell. The rose smells good. The daisy does not smell. The ink smells bad. The lily of the valley smells good. The gas smells bad. The gas smells worse than the ink. The rose smells better than the tulip.

What do we smell with? Does the lily of the valley smell good? Does the violet smell good or bad?

THE FLOWERS.

The daisy.

The tulip.

The lily of the valley.

The rose

The pansy

The violet.

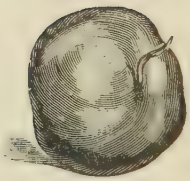
Does the rose smell better than the pansy? Smell that ink. How does it smell? With what do we smell? Does the ink smell as bad as the gas? Does the daisy smell as good as the rose?

With the mouth we speak. Do we speak English here in this class? You do not speak English very well, but you speak French well. Which do you speak better, English or French? Do you speak English as

well as French? I speak loud, you hear well. I speak softly (low), you do not hear well. How does your professor speak, loudly or low?

I read fast, I read slowly. Do I read slowly and loud? Do you speak fast? Do you speak English faster than French? How do I walk, fast or slowly?

Fourteenth Lesson.



The apple.

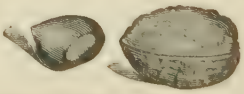
The pear.

The plum.

The cherry

The strawberry.

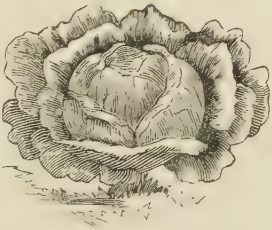
The grape.



The hazlenut. The walnut.

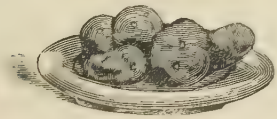
With the mouth we eat. We eat apples, pears and other fruits. Do you eat apples? Do you eat grapes? Do you eat nuts? What do we eat with?

Peas.



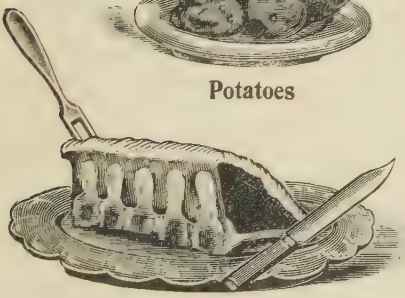
A cabbage.

Beans.



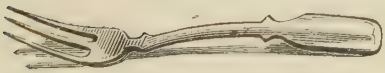
Potatoes

Meat (chicken).



Meat (roast beef).

Bread.



The fork.

The knife.

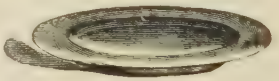
The roast beef is on a dish. We cut meat with the knife. We eat meat with a fork.

On what is the roast beef? Do you eat roast beef? What do you cut meat with? Do you eat bread with meat? Do you eat potatoes?

Is cabbage good to eat? Do you eat meat with your fingers or with a fork? Do you eat beans and peas?

Apples, pears, plums, cherries are fruit. Beans, peas, potatoes and cabbage are vegetables. We eat vegetables with a fork. Do you eat fruit with a fork? Do you eat cabbage? Are potatoes good to eat? Do you eat vegetables with your meat?

The tureen.



The plate.

The spoon.

The soup is in the tureen. We eat soup with a spoon. We eat it from a plate. Do you eat soup? What do you eat soup with? On what do you put meat? From what do you eat soup? The tureen is covered. The table is covered with a table-cloth. Is this table covered? Is the tureen covered? Do you eat meat with a spoon? Do you eat soup with a fork? What do you eat peas with? What do you eat beans with?

The coffee-pot.

The sugar-bowl.
The sugar-tongs.

The cup.
The saucer.

The pitcher.

The glass.

The bottle.

With the mouth we drink. We drink coffee from a cup. From a glass we do not drink coffee, but water. Coffee is not good for little boys and little girls. Water is good to drink. Do you drink water? Yes, I do. With coffee you take milk. The milk is in a pitcher. Milk is white. Milk is good to drink. Do you drink any milk? We take sugar in the coffee. The sugar is in the sugar-bowl. We take sugar with tongs. In what is the sugar?

From grapes they make wine. We drink wine. Wine is in a bottle. We pour wine from the bottle into a glass. Does papa drink wine? Does mamma drink coffee?

What do we cut meat with? With what do we put it into the mouth? What do we eat soup with? In what dish is the soup? In what dish are the vegetables? (In the vegetable dish.)

From what do we drink wine and water? In what do we bring the coffee on the table? Into what do we pour the coffee? Do we drink tea in a cup? Do you take milk in your coffee? Do you take sugar in your coffee?

SECOND PART

EASY READING AND CONVERSATION.

SECOND PART.

Directions for the Teacher.

In this second part the teacher proceeds as follows:

1. He reads aloud a few lines, sufficient to establish a context between the words or phrases that can be understood only through their logical connection. The students repeat what the teacher has read and the latter corrects their pronunciation.

2. After the pronunciation has thus been thoroughly taught and practiced, the teacher asks questions similar to those contained in the exercises. The more questions the teacher asks — of course, lying within the scope of the student's vocabulary — the more progress is made by the student. When the student hesitates, the teacher must prompt the answer, repeating afterward the same question and allowing the student to answer without help. If the student appears to find a great difficulty in understanding a phrase, the teacher must not insist on repeating it, but must use such other phrases as will prepare the student for understanding the former one and gradually lead him back to it. If even this is of no avail, the difficulty must be dropped for the moment and taken up again later on, when the student has acquired a larger vocabulary.

3. After having thoroughly drilled the student in reading the piece and speaking about it, the student should at home copy it and commit it to memory.

4. Abstract expressions should be explained only through association of ideas. "To live" for instance,

can be explained as follows: "Can I move, can I see and hear? Can a table move, can it see and hear? I can move, I can see, I can hear, because I live. A table does not live. I breathe, a table does not breathe." The explanation of "to know" is similar: You know what you have read. You know what you have seen. You know what I have told you. You know my name; why do you know it? Because I told it to you. Can you tell me what I have in my pocket? No, you cannot tell it to me, you do not know it, because you have not seen it.

5. The tenses of the verbs should not be gramatically explained, but their value be made known through context (as with abstract words) in such a way that by the teacher's questions — or by adverbs of time — the idea of past or future is awakened in the student's mind. Ex.: Why is that boy lying on the ground? Because he has fallen. Why is that man tired? Because he has walked far. You take a lesson now, you took a lesson yesterday. Will you take a lesson to-morrow?

6. In class instruction it is advisable to use our coloured picture book, as the illustrations are larger and contain many things we could not put into this book, but which will be useful in explanations. For instance, to explain **handsome** and **ugly** it is sufficient to show the pictures of animals that are universally considered as prototypes of beauty and ugliness: Peacock and owl, horse and hog &c.

The Mother and Her Children.

Oh! What a good mother! She presses her children to her breast; she kisses them, because she loves them very much. She has her little boy on her knees, but the two little girls also climb on the sofa to caress their good mamma. The smaller one puts her arms around mamma's neck and gives her many kisses on the cheek. The little boy is the brother of the little girls. The little girls are the sisters of the little boy.

Questions: 1. Do you love your mother? 2. Do you kiss your mother? 3. How many brothers have you? How many sisters? How many children has your mother? 4. Does your mother love her children much? 5. Does your mother kiss her children? 6. Do you climb on the sofa? 7. Are you sitting on a sofa or on a bench?

The Night.

A child is lying in bed. He is well covered and his head rests on a pillow. His eyes are closed, he sleeps. The candle is burning. You see the different things because the candle lights the room very well. Outside, in the street, it is dark. In the sky you see the moon and the stars. There are also some clouds in the sky.

Questions: 1. Where is the child? 2. Is he lying down? 3. Is he up? 4. Are you sitting? 5. Are you lying down? 6. On what does the child's head rest? 7. Are the child's eyes closed? 8. Why are his eyes closed? 9. Does he sleep or is he awake? 10. Do you sleep or are you awake? 11. Is there a candle here? 12. Is the gas burning here? 13. Can you see the different things here well? 14. Is it light or dark in this room? 15. What are we doing when it is dark? 16. What do we light the gas with? 17. Where is the moon? 18. Where are the stars? 19. Can you count the stars? 20. Are there any clouds in the sky?

The Day.

The sun is in the sky. A little boy is running in the street and he plays with a kite. The kite goes up very high. A lady is sitting on a bench under a tree. She holds an open parasol. The lady reads in a book.

In front of the house there is a carriage with two horses. The coachman is beside the horses. He holds his hat with one hand and has a handkerchief in the other. He wipes his face with his handkerchief.

A woman is coming toward the house. She carries a basket on her arm. She walks on the grass because the street is covered with dust.

During the day we see the sun, but at night we cannot see it, we see the moon and the stars. During the day it is light, you can see plainly; at night it is dark, you cannot see very well.

The sun rises in the morning, that is the beginning of the day. The sun sets in the evening, that is the end of the day. In the evening we go to bed to sleep. Before lying down we undress. In the morning we do not stay in bed, we rise, we wash ourselves with water and we dress.

Questions: 1. Where is the sun? 2. Where is the little boy? 3. What is he doing? 4. Does the kite go very high? 5. Where is the lady? 6. Is she standing? 7. What is she doing? 8. What has she in her hand? 9. Are there any trees near the house? 10. What is there in front of the house? 11. How many horses are there to the carriage? 12. Where is the driver (coachman)? 13. Is the driver in the sun or in the shade? 14. What is the driver doing with his handkerchief? 15. What has the driver in his left hand? 16. Has the driver his hat on? 17. Who is approaching the house? 18. What does that woman carry on her arm? 19. Does she walk in the street? 20. Of what colour is the grass? 21. What is the street covered with? 22. Is there any dust on the floor? 23. Do we see the sun during day-time or at night? 24. Where is the sun? 25. When do we see the moon and the stars? 26. When do you go to bed, in the morning or in the evening? 27. When do you rise? 28. When does the sun rise? 29. When does it set? 30. Do you undress before going to bed? 31. Do you dress yourself in the morning? 32. Do you wash yourself? 33. What do you wash yourself with?

The watch

The clock

one o'clock

two o'clock

three o'clock

twelve o'clock

a quarter past one

half past one o'clock

a quarter to two

The Time.

60 minutes make an hour; 24 hours make a day; 7 days make a week.

The seven days are: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

Questions: 1. What o'clock is it? 2. At what time does your lesson begin? 3. At what o'clock does it end? 4. At what o'clock do you take your meals? 5. At what time do you rise? 6. At what time do you go to bed? 7. How many minutes are there in an hour? 8. In half an hour? 9. In a quarter of an hour? 10. How many hours are there in a day? 11. How many days are there in a week? 12. What are the names of the seven days? 13. On what days do you come to school?

January.

It is Winter. The houses and streets are covered with snow. The children slide on the snow. A little boy looks at the others sliding. He has made a large snow-ball. The children wear heavy clothes because it is cold. Their ears are covered with caps and they have woollen gloves on. The smallest of these children is on a sledge. He is not cold because he is wrapped up in a coat and has his hands in a muff. His brother, who is behind the sled, pushes it and makes it glide along very fast. Baby likes that very much.

Do you see the snow-man? He has a large mouth, small eyes and a stick of wood instead of a nose. He is not handsome, he is ugly. The children with their little rosy mouths, their round red cheeks, their little noses and large eyes are handsome.

Far away from the children you see some grown up people skating on a little lake and still farther away you see a church with its steeple.

Questions: 1. What is the colour of snow? 2. What are the streets and houses covered with in winter? 3. Is this floor covered with a carpet? 4. What is our head covered with? 5. What do the children slide on? 6. How many children are there sliding? 7. Is one of the children not sliding? 8. What is that little boy doing? 9. What has he in front of him? 10. Where has he his hands? 11. Can you make snow-balls? 12. Is a ball round or square? 13. Do the children wear heavy clothes? 14. Why do they wear heavy clothes? 15. Is it cold in this room? 16. Is it cold near the stove? 17. Is it cold outside? 18. What are their ears covered with? 19. What do they wear on their hands? 20. Where is the smallest of these children? 21. In what is he wrapped? 22. Is he cold? 23. Have you a sledge? 24. Why is not the child in the sledge cold? 25. Where are his hands? 26. Who pushes the sledge? 27. Does Baby's brother run or walk? 28. Is the snow-man large? 29. Is he handsome? 30. Why is he not handsome? 31. What has he instead of a nose? 32. Is a big nose handsome? 33. Is a large mouth handsome? 34. Are the children handsome? 35. Are dirty hands handsome? 36. Do you slide on snow in winter? 37. Do you make any snow-men? 38. Is the old woman on this page handsome?

An ugly old woman.

February.

It is very cold and the river is covered with ice. The water does not flow, because it is frozen. The people who live in the house on the shore come to skate on the ice. It is cold and the lady wears a muff. If she does not cover her hands they get cold. The ice is thick. It bears all these people. If it is not thick enough, it breaks and the skaters fall into the water.

If you feel cold, you do not remain on the ice, but you return to the house. You sit down near the stove and get warm. Do you feel cold or warm here?

In the room there is a stove or fire-place with a good fire. The fire gives heat. It is not cold in the room, because it is well heated.

The fire-place.

Questions: 1. Is there a river in that picture? 2. What is the river covered with? 3. What is there under the ice? 4. Do you drink any water? 5. Does the water of a river run in winter? 6. Why is the water frozen? 7. Do you live in a large house? 8. Is your house on the shore of a river? 9. Do you like skating? 10. Why does the lady wear a muff? 11. How many people are there on the ice? 12. How many ladies are there on the ice? 13. How many gentlemen? 14. How many little boys? 15. Does the lady skate well? 16. Where do these people live? 17. Are the lady's hands cold? 18. Why are they not cold? 19. Is the ice thick? 20. Is the ice thick enough to bear four people? 21. Do the skaters fall into the water, when the ice breaks? 22. Do you like to fall into cold water? 23. Do you remain on the ice, when you feel cold? 24. Where do you go, when you feel cold? 25. When do you sit near the fire-place? 26. Where do you get warm? 27. Do you feel cold in this room? 28. Is it cold in the street? 29. Where is the fire? 30. Does the fire heat the room? 31. Is there a stove or a fire-place in this room? 32. What is there in the stove? 33. Do we open the windows, when it is warm in the room? 34. Do you feel warm or cold, when you wear very thin clothes? 35. When do you wear heavy clothes? 36. Are your hands cold, when you wear no gloves?

March.

It is the end of Winter. There is no more snow and the birds begin to return. The farmers work in the fields. Here is a farmer ploughing a field. Two horses pull the plough. The farmer holds the plough with his strong hands and traces long furrows in the ground.

It is cold, but the farmer does not feel it. He has taken off his coat and is in his shirt sleeves.

The farmers work very much: they plough the earth, they sow the wheat: when the wheat is yellow, they cut it and carry it to the farm. There they thresh it to make the grain come out of the straw.

Wheat.

With wheat they make flour and with flour they make bread. If the farmers do not work, we have no bread to eat.

Questions: 1. When does Winter end? 2. Is there much snow in March? 3. Are there many birds in the fields in Winter? 4. When do the birds begin to return? 5. Who ploughs the fields? 6. What do you see in this picture? 7. What does the farmer hold with his hands? 8. Does the farmer wear a coat? 9. How many horses are pulling the plough? 10. Does the farmer feel cold? 11. Are you warm, if you work much? 12. Why is the farmer in his shirt-sleeves? 13. What do the farmers do? 14. When do they cut wheat? 15. Where do they carry the wheat? 16. What do the farmers do to make the grain come out of the straw? 17. Of what colour is wheat, when they cut it? 18. Do the farmers work much? 19. What do they do with the wheat? 20. What do they do with flour? 21. Do you eat much bread? 22. What do you like better, white or black bread? 23. Have we any bread to eat, if the farmers do not work? 24. Do you like to see a farm? 25. Have you any horses? 26. Do you like horses? 27. Can you plough the soil? 28. Is the farmer strong? 29. Do you live on a farm? 30. Are there any fields near your house? 31. What is the name of the first month? 32. What is the name of the second month? 33. What is the name of the third one? 34. Is it as cold in March as it is in January? 35. In what month do farmers begin to plough their fields? 36. What do they plough fields with? 37. Have you a straw hat?

April.

The sky is gray. It is raining and the street is covered with water. Charles goes to school. In the street he meets Miss Mary and her little sister who also are going to school.

They have no umbrella and Charles, who is a good little boy, gives them his. The rain falls on Charles, but he turns up his coat-collar, puts his hands in his pockets, whistles a tune and walks with long strides.

At school, the teacher makes him sit near the stove to dry his wet clothes.

All the boys like Charles because he is good toward other children.

At noon Charles goes home for dinner. His mother asks him where is his umbrella. When he says he has given it to Mary, she kisses him and shows him a large box filled with candies that Mary's mother has brought for him.

Questions: 1. Of what colour is the sky when it rains? 2. Of what colour is it when the sun shines? 3. When do you open your umbrella? 4. What is the street covered with when it rains? 5. With what is the sky covered when it is gray? 6. Have you an umbrella? 7. Is it raining? 8. Do you go to school? 9. Where does Charles go? 10. Whom does he meet on the street? 11. Where do Mary and her sister go? 12. Has Mary an umbrella? 13. Has Charles an umbrella? 14. Does Charles give his umbrella to the two little girls? 15. Is Charles good? 16. Does Charles get wet? 17. Why do the two little girls not get very wet? 18. How does Charles cover his neck? 19. Where does he put his hands? 20. Can you whistle a tune? 21. Can you sing a song? 22. Can you play a tune on the piano? 23. Does Charles walk fast or slowly? 24. Does he walk with long strides? 25. Who gives lessons at the school? 26. Does the teacher like Charles? 27. Why does he like him? 28. Where does Charles sit? 29. Why does he sit near the stove? 30. What is there in the stove? 31. Are your clothes dry or wet? 32. If you fall into water have you dry or wet clothes? 33. At what hour does Charles go to his dinner? 34. Where does he go for dinner? 35. What does his mother ask him? 36. What does he answer? 37. Whom has he given his umbrella to? 38. What does Charles's mother do? 39. What does she show him? 40. What is there in the box? 41. Is the box full?

May.

The grass is green and the trees are blooming, for we are in Spring. It is neither cold nor warm and the children do not stay any longer in the house, but they like to play in the garden. When the sun is warm they sit in the shade under a tree covered with leaves.

Little Bertha likes the smell of apple-blossoms very much and her cousin Edward knows it, because his sister has told him so. When Bertha comes to the farm on a visit, Edward goes in the orchard, climbs on a large stone and begins cutting some small branches of an apple tree; but his sister who sees what he does, runs quickly to him and says: "What are you doing? If you cut off the boughs of the apple-tree, it will not bear any apples. Take this bouquet of roses which also has a delicious odour, but do not pluck any blossoms from fruit-trees."

Questions: 1. Of what colour is the grass in Spring? 2. What are trees covered with in Spring? 3. When do trees blossom? 4. Is it cold or warm in Spring? 5. Is it comfortable in Spring? 6. Do children like to go out in Spring? 7. Have you a garden near your house? 8. Do you like to play in the garden? 9. Where do you sit when the sun is very warm? 10. Do you like to sit in the shade? 11. Is there any shade under a tree covered with leaves? 12. Does little Bertha like the smell of apple-blossoms? 13. What fruit does an apple-tree bear? 14. Is the odour of apple-blossoms pleasant? 15. Is the odour of ink pleasant? 16. What does Edward's sister say to him? 17. How does Edward know that Bertha likes the smell of apple-blossoms? 18. Do you know what o'clock it is? 19. Do you know how much money I have in my pocket? 20. Why do you not know it? 21. Does your teacher know your name? 22. Do we know how many stars there are in the sky? 23. Do the pupils know the name of their teacher? 24. Does Edward live on a farm? 25. Who comes on a visit? 26. Are the apple-tree, the pear-tree and the cherry-tree fruit-trees? 27. Where are the fruit-trees? 28. Is Edward tall enough to reach the branches of the apple-tree? 29. What does he do to reach the branches? 30. Does he cut or break the branches? 31. Who sees him? 32. What does she do? 33. Does she remain near the house or does she run toward him? 34. What does she bring to him?

June.

It is very warm, and the days are long. Summer begins. All of the farmer's family are working in the fields. The farmer cuts the grass with a scythe. You cannot see him in the picture, because he has finished mowing that field, and has gone to another one.

The farmers spread the grass with a pitchfork and let it dry in the sun. When the grass is dry, they rake it together in large heaps called hay-cocks. Dry grass is called hay. We give hay to the horses to eat. We feed horses with hay.

The farmer's wife has a rake to gather the hay. Little Mary takes the rake from her mother to work also. She is a very good little girl who helps her mother where she can. Her brother and sister rather play than work.

Alfred runs too fast and falls. Jane takes some hay and throws it on him. Alfred does not like to be covered with hay; he lifts his left arm to prevent his sister from covering him.

Questions: 1. What month do we speak of? 2. Is it warm in June? 3. Are the days long in June? 4. In what month does Summer begin? 5. Where is the farmer's family? 6. Who is in the field? 7. How many people are there in the field? 8. Who are these people? 9. What are they doing? 10. What do farmers cut grass with? 11. Can you see the farmer? 12. Where has he gone? 13. What is the farmer's wife doing? 14. With what does she spread it? 15. Why does she spread it? 16. What does the farmer do with the dry grass? 17. How many haystacks are there in our picture? 18. How many rakes are there? 19. What is little Mary doing? 20. Do you help your mother, when she has much work? 21. Can a baby walk, if we do not help him? 22. Can you carry a very large table, if nobody helps you? 23. Do you like playing? 24. Do Alfred and Jane work? 25. Why does Alfred fall? 26. Do you fall, when you run too fast? 27. Do you hurt yourself, when you fall on a stone? 28. Do I hurt you, if I step on your foot? 29. Do you hurt yourself. when you cut your hand? 30. Do I hurt myself, if I put my hand in the fire? 31. Why doesn't Alfred hurt himself? 32. Is grass soft? 33. Is a pillow soft? 34. Is a stone soft or hard? 35. What does Jane take? 36. What does she throw on her brother? 37. Do you throw any stones? 38. What does Alfred do, when his sister throws grass on him? 39. Why does he lift his arm?

July.

It is Summer and very sunny. The children running in the sun are warm. They take their bathing-suits and go bathing in the river. They undress behind a large rock and enter into the cool water. Charles does not want to put his head under the water, but Alfred splashes it into his face.

Two little girls are passing on the shore. Their dog runs after the little boys in the water, and the little girls cannot make him come out. They take off their shoes and stockings and wade into the water to take the dog away with them. When they have made him come out of the river, they tie him to a rope and lead him; he cannot run away any more.

The little boys remain in the water for half an hour, then they come out, wipe themselves dry, dress and go home to eat, for bathing gives a good appetite.

Questions: 1. Is it very sunny in Summer? 2. Is the sun warm in Winters 3. Is the water of the river very cold in Summer? 4. Do you like running in the sun? 5. Are you cold, when you run in the sun? 6. How many children are there in the picture? 7. What are they doing? 8. Where are they bathing? 9. What suits do they wear? 10. Where do they undress? 11. Do you go bathing in Summer? 12. Why do you not bathe in the river in Winter? 13. Does Charles want to put his head under water? 14. What is Alfred doing? 15. Who is passing on the shore? 16. Are there any trees on the shore? 17. Whose dog is in the water? 18. Is it a large dog? 19. What is the dog doing? 20. After whom does the little dog run? 21. What do the little girls do before entering the water? 22. Why do they enter the water? 23. Does the dog come out of the river with the little girls? 24. What do they tie him to? 25. Why do they tie him to a rope? 26. Have you a dog? 27. Do you lead him with a rope? 28. Can a little child walk alone in the street? 29. Does his mother lead him? 30. Can a dog that is tied run away? 31. How long do the children remain in the river? 32. What do they do afterwards? 33. Do they wipe themselves? 34. When you wash, do you wipe yourself dry? 35. Do the children remain on the shore of the river after their bath? 36. Where do they go? 37. What do they do at home? 38. Why do they eat? 39. When do you eat? 40. Have you a good appetite after a bath?

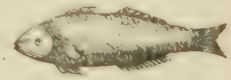
August.

In Summer we leave the city and go to the sea-shore. It is very warm in the city, but on the beach it is comfortable.

Children amuse themselves very much there. They bring a shovel and a pail to play on the sand, for the beach is covered with sand. Take off your shoes and stockings, we can walk with bare feet on the sand. Do you wish to catch fish? We can, for Jane has a net with which to catch fish or butterflies.

Look there! Do you see yonder sail-boat? It moves very little, for the waves are small. The sea is calm, it is not rough. If you go from Europe to America, you cross the ocean in a boat as large as a house.

The sea-water is not good for drinking. It is salty.



A fish.

A butterfly.

Questions: 1. Is it warm in August? 2. Do you leave the city, when it is warm? 3. Do you go to the sea-shore in Summer? 4. Is the sea far from here? 5. Is the sea large? 6. Is it as warm on the beach as in the city? 7. Is it comfortable to be in the sun in Summer? 8. What is the beach covered with? 9. Do you like to play on the sand? 10. With what do the children play on the sand? 11. In which hand does the little boy hold the shovel? 12. What does he put into the pail? 13. Do the children in the picture wear shoes and stockings? 14. Do you like to walk on small stones with your bare feet? 15. Do you like to walk on the sand with your bare feet? 16. Are there any fishes in the sea? 17. Do you eat fish? 18. Do you like to catch fish? 19. What does Jane carry on her left shoulder? 20. What do we do with a net? 21. Is the boat near the children? 22. Do you see any birds in the air? 23. Does the boat rock? 24. Has the sea any big waves? 25. In the picture above, is the sea rough? 26. Is the water of a river calm or rough? 27. Can you cross the sea on foot? 28. In what do we cross the sea? 29. Are the boats that cross the sea large? 30. Can we drink sea-water? 31. Do we drink salt water or fresh water? 32. Is salt water good to drink?

September.

Oh! see the beautiful lake and the shady groves on its shore! In Summer we live in the house behind the church, but in Winter we dwell in the city. It is not so warm now, for we are at the end of Summer and Autumn is beginning. We can take a trip in a boat, if you know how to row. Do you like sailing better? You do not like rowing, because it hurts your hands.

On the bridge there are some little boys leaning against the parapet. They look at us. Take your handkerchief and motion to them to come and accompany us.

The reflection of the sun in the water hurts my eyes. Let us go and take a walk under the trees, on the shore. The sun does not penetrate there. The thick foliage of the trees gives a pleasant shade.

In a few weeks we shall return to the city, because school starts again; and the children go there every day to learn how to read, write and count.

Questions: 1. What do you see in the picture? 2. What month do we speak about? 3. Where do you live in Summer? 4. Where do you live in Winter? 5. Is there a church near your house? 6. What day do you go to church? 7. When does Autumn begin? 8. Are the days as long in Autumn as in Summer? 9. Is it as warm in Autumn as in Summer? 10. Do you like to go boating? 11. Do you know how to row? 12. Do you rather go sailing than rowing? 13. Do you like to row? 14. Does rowing hurt your hands? 15. Is there a bridge in the picture? 16. Is it a wooden or a stone bridge? 17. Are there any people on the bridge? 18. What is under the bridge? 19. Do you come alone to school or does your mother accompany you? 20. Do you accompany your little sister, when she goes out in the street? 21. Do you like to remain in the sun, when it is very warm? 22. Where is the sun reflected? 23. Are there any trees on the lake-shore? 24. Have the trees in the picture a thick foliage? 25. Can the sun penetrate between the trees? 26. Is there much shade? 27. Do you sit in the shade or in the sun in Summer? 28. Does an umbrella shade us? 29. Do you stay in the city in Summer? 30. Do you return to the city in Autumn? 31. Is the school closed in Summer? 32. When does the school start again? 33. Do you go to school? 34. Do you go there every day? 35. What days do you go to school? 36. What do children do in school?

October.

In September and in October the fruits are no longer green, they are ripe, we can eat them.

Paul and Mary go to the orchard to gather fruits but the best ones are hanging on branches which children cannot reach. What can they do? Paul gathers stones to throw into the branches of the trees, but Mary prevents him.

She says: Fruits get bruised when they fall and they are not so good to eat. As Paul likes his sister very much he obeys her. He climbs up the tree, takes hold of a branch covered with fine apples and shakes it very hard. At the same time, he tells Mary to hold her apron open. See the splendid apples that are falling into her apron.

When Mary has her apron full of fruit, the children return home to offer the best ones to their parents.

Questions: 1. What do you see in our picture? 2. Are fruits green in September and in October? 3. Is it well to eat unripe fruit? 4. Whom do we speak about in our little story? 5. Where are Paul and Mary going? 6. What is there in the orchard? 7. What are the children going to get? 8. Are the children able to reach all the branches? 9. Are there any branches too high for the children? 10. Where are the best fruits? 11. What does Paul gather stones for? 12. Does Mary prevent him? 13. Does he obey his sister? 14. Do you obey your mother? 15. What does Mary say? 16. Do you bruise your head when you knock it against the door? 17. How does Paul go up on the tree? 18. Do you climb trees? 19. What does Paul take hold of? 20. Is there much fruit on that branch? 21. What is he doing to make the apples fall down? 22. What does he say to Mary? 23. Where do the apples fall? 24. Are they fine apples? 25. Has she many apples in her apron? 26. Where do the children go when Mary has her apron full of apples? 27. Why do they return to the house? 28. Whom do they offer the best apples to? 29. Are they good children? 30. Do you like apples? 31. Which fruits do you prefer, apples, pears, oranges or nuts? 32. Which do you prefer, fruit or candies? 33. When you have candies, do you offer any to other children?

November.

We are in Autumn. The leaves of the trees have fallen to the ground. Few leaves remain on the trees and they are no longer green, but yellow or brown. In our picture you see a woman. She holds her shawl with her hand because the wind is very strong. Do you see the shawl float in the wind? The wind is so strong, that it bends the trees.

If I walk in the street, I hold my hat tight with my hands, for the wind will carry it away if I do not hold it, and I do not like to run after my hat.

In Autumn many birds leave us. They go to warmer countries and remain there until Spring.

Questions: 1. In what season is the month of November? 2. Is the month of October in Autumn? 3. Are the trees covered with leaves in November? 4. When do the leaves fall? 5. Are the Autumn leaves green?

6. Whom do you see in our picture? 7. What clothes does she wear? 8. What has she in her right hand? 9. Is it very windy in November? 10. Why does the woman hold her shawl with her hand? 11. Why does she wear a shawl, is it cold? 12. Does the shawl float in the wind? 13. What makes the trees bend? 14. Can you bend your ruler? 15. Do you walk much in the street? 16. Do you hold your hat with your hands, when it is very windy? 17. Does the wind carry your hat away, if you do not hold it with your hands? 18. Do you like to run after your hat, when the wind carries it away? 19. Do you take off your hat, when you come into the class room? 20. Do you put on your hat, when you go out in the street? 21. Do birds like cold weather? 22. Do birds leave cold countries? 23. Where do they go? 24. Do they remain long in warm countries? 25. When do they return? 26. Are there any birds that remain during the Winter in cold countries? 27. What bird do you see in the streets during the Winter? (The sparrow.) 28. Of what colour is the sparrow? 29. Do you like the month of November? 30. When do you put heavy clothes on? 31. Do you go out much in November? 32. Do Autumn leaves have fine colours? 33. Are the days as long in Autumn as in Summer?

December.

It is Christmas. On the table you see the Christmas-tree. There are apples, oranges and lots of candies. The candles fastened to the branches of the tree are lighted and the room is as brilliant as sunshine.

All the children receive presents. Jane, the eldest, gets a carriage with a doll in it, and her little sister gets a doll that can open and close its eyes. She shows it to grandpa. "Oh! what a nice doll," says he, "but look." He takes the doll, pulls a little string, and it squeaks "ma-ma, ma-ma" like somebody speaking through the nose. How funny! The doll calls little Pauline its mama; "but," says Charles, "if Pauline is the doll's mama, Baby and I are her uncles and Jane is her aunt."

Baby, in the arms of the nurse, does not understand what the other children say, but he makes more noise than all the rest.

Questions: 1. In what month is Christmas? 2. What objects do you see in the picture? 3. Where is the Christmas-tree? 4. What is on the tree? 5. What other objects are on the table? 6. How is the room lighted? 7. Are the candles on the tree burning? 8. Do you receive Christmas presents? 9. What is the name of the largest child? 10. What is your name? 11. What present does Jane get? 12. Have you a carriage? 13. What is in Jane's carriage? 14. What does Pauline receive? 15. Is Pauline larger or smaller than Jane? 16. What can Jane's doll do? 17. To whom does Jane show her doll? 18, What does he say? 19. Is it a handsome doll? 20. Does he take the doll? 21. What does he do to make the doll squeak? 22. Does the doll speak? 23. What words does the doll say? 24. Is it funny to hear a doll speak? 25. Who is the doll's mamma? 26. Who are the doll's uncles? 27. Who is its aunt? 28. Where is baby? 29. Who carries baby? 30. Does baby understand what the other children are saying? 31. Is baby quiet or is it noisy? 32. Does it make much noise? 33. What persons do you see in the picture? 34. Are the children's papa and mamma in the picture? 35. Are they near the table? 36. Where is grandfather? 37. Can baby walk? 38. Why do they carry baby? 39. Near whom is the children's mother?

The Jumping-Jack.

(First part.)

Baby has dropped her jumping-jack in the court-yard. There are three puppies in the yard. These dogs take hold of baby's toy and begin to tear it. Mamma is not around to chase the animals away. When the child sees the ruin of its jumping-jack, it cries; tears flow from its eyes and roll down its cheeks. Its sorrow is very great, for it loves dearly the ugly jumping-jack.

Questions: 1. Where is baby playing? 2. What is she playing with? 3. How many dogs are there in the yard? 4. Have dogs large or small mouths? 5. Why doesn't the baby's mamma chase the dogs away? 6. Do the dogs tear the jumping-jack? 7. Does it pain the child to see its pet toy ruined? 8. Does baby cry? 9. Do you cry, when you have a pain?

The Jumping-Jack.

(Second part.)

Baby's sorrow is soon ended. She is no longer crying, she is laughing. The dogs pull so hard at the jumping-jack, that its arms and legs come off and the dogs tumble over backward. It is very funny to see them. They turn somersaults. One falls into a basin of water, upsetting it. The child laughs, because it is happy to see the naughty dogs punished.

Questions: 1. Does the child's sorrow last long? 2. Is it still crying? 3. Do you laugh, when you see somebody fall? 4. Is it fun to fall and hurt yourself? 5. Where does one of the dogs fall? 6. Does it upset the basin? 7. Does it get wet? 8. Is the child laughing at the dogs? 9. Does it make you happy, when you get candy? 10. When do you laugh? 11. When do you cry?

The Hungry Children.

Mabel and Lizzie go to school. They live very far from the school-house. At noon they cannot go home for lunch. Near the school, in the same street, there is a little wooden house, a booth, in which an old woman keeps hot milk and biscuits for sale. At this booth many of the children buy their lunch, when they are hungry or thirsty. For a few pennies the woman gives them a cup of nice, hot milk and a couple of biscuits.

She sells candy, too; but our two little girls do not buy any, because their mother has forbidden them to eat any candy.

Mabel has not eaten any breakfast and feels quite hungry. She puts too large a piece into her mouth and cannot swallow it; she coughs very hard. Her sister laughs at this, but in doing so she drinks her milk which is too hot and burns her mouth.

The woman, seeing this, says: "That is your punishment for laughing at your sister's misfortune. Do not laugh at the misfortune of others!"

Questions: 1. Of whom do we talk in our story? 2. Do the little girls go to school? 3. Do they live near the schoolhouse? 4. Do you live far from your school? 5. On what street do you live? 6. Is London near New York? 7. Do you eat anything at noon? 8. Can these little girls go home for lunch? 9. Why not? 10. What is near the girls' school? 11. Of what is the booth built? 12. Who is in the booth? 13. What does she do? 14. What do the children give to her? 15. What does she give to the children? 16. Who gets the money? 17. Do you buy any candy? 18. Does your mamma forbid you to drink coffee? 19. Does she let you eat candy? 20. Does your teacher let you speak anything but English in the class? 21. Where do you buy books? (At the bookstore.) 22. Where do you buy bread? (At the baker's.) 23. Where do you buy meat? (At the butcher's.) 24. What does the baker sell? 25. What does the butcher sell? 26. Who sells books? (The bookdealer.) 27. Has Mabel had her breakfast? 28. Do you eat meat for breakfast? 29. Do you drink coffee in the morning? 30. Are you hungry, when you have nothing to eat? 31. Do you eat, when you are hungry? 32. Is Mary hungry? 33. Does she eat fast? 34. Can we swallow well, when we eat too fast? 35. What is Lizzie laughing about? 36. Why is Mabel coughing? 37. Is Lizzie drinking hot or cold milk? 38. Do you burn yourself, when you touch a hot stove?

Naughty Fred.

Fred is a naughty little boy. He likes nothing better than tormenting other children. He strikes the little boys and pulls the little girls by their hair.

One day he sees a man walk by his father's garden, carrying a heavy bundle. The man has walked a long distance and is tired. He sits down on a bench in front of the stone wall. He is so tired that he falls asleep.

Fred takes a long blade of grass, climbs up on the stone wall and begins to tickle the face of the sleeper, who thinks a fly is crawling on his face. He raises his hand to drive the fly away. Fred and his playmate Bob who looks on think this great fun. Bob laughs loud, the man suddenly awakes, seizes Fred by his collar and beats him with his walking-stick.

A fly.

Bob, in his haste to get down, falls into a rose-bush thick with thorns. They scratch his hands and face all over. — Do you think these boys will again tickle grown people?

Question: 1. Is Fred a good little boy? 2. What does he like to do? 3. Do you like to torment other children? 4. Do good children strike each other? 5. Do you pull little girls by their hair? 6. What is around the garden? 7. Who passes the wall one day? 8. What does the man carry? 9. Why is he tired? 10. Does a long walk tire you? 11. Where does the man sit down to rest himself? 12. What do you do to rest yourself? 13. Where is the bench? 14. Why does the man fall asleep? 15. Do you fall asleep in the class-room? 16. What is the name of Fred's friend? 17. Where are the two boys? 18. What does Fred take? 19. What does he do with the blade of grass? 20. Does it tickle, when a fly crawls over your face? 21. Does Bob look on? 22. Are the boys having great fun? 23. Is it fun for the man? 24. Does the man remain asleep? 25. Does Bob's loud laugh wake him up? 26. Does he wake up quickly? 27. Whom does he seize by his collar? 28. What does he beat him with? 29. Does Fred's playmate stay on the wall? 30. Into what does he fall? 31. What grows on rosebushes besides the roses? 32. Do the thorns scratch our hands, when we pluck roses? 33. Why does Fred's friend fall? 34. Does he hurt himself falling? 35. Do the boys get their just punishment? 36. What punishment does each get? 37. Can the man sleep undisturbed after the boys are gone? 38. Can you sleep, when a fly tickles you?

Brave Boys.

Some children are playing one day in the woods far from their houses. In the midst of their games George sees a savage looking animal coming toward them. "A wolf, a wolf," he cries, "he is going to eat us up."

Charlie, Ethel and Ruth run away as fast as they can, but Paul and George stay there to prevent the wolf from running after their playmates. Paul takes an axe which a wood-chopper has left lying near a tree and George takes a club. They wait for the wolf, ready to strike.

The wolf comes slowly, his mouth wide open, but when he reaches the boys, they fall upon him with axe and club. Their blows rain down on him with such force and so fast that he runs away, howling with pain and bleeding out of many wounds.

Farmers find the dead body of the wolf the next day.

Questions: 1. Where are the children? 2. Are there many trees in the woods? 3. Are the woods near any houses? 4. What are the children doing in the woods? 5. What does George see? 6. Does a wolf look like a savage dog? 7. Are there wolves in a menagerie? 8. Does a wolf eat children? 9. What do Charlie, Ethel and Ruth do? 10. How fast do they run? 11. Do Paul and George run away, too? 12. Why do they stay? 13. Which of the children run away? 14. What does the wolf do, if Paul and George do not prevent him? 15. Can you prevent me from moving my finger? 16. Do cats run after mice? 17. What does Paul seize to strike the wolf with? 18. Who has left the axe in the woods? 19. What does George take? 20. Do you wait for your teacher, when you arrive in your class before he does. 21. Are you ready to go out before you put your coat on? 22. Does the wolf come fast? 23. Does he keep his mouth shut? 24. With what do the boys strike the wolf? 25. Do they strike him fast? 26. Does the wolf stay? 27. Where does he run? 28. Does a wolf bark or howl? 29. Do the boys wound the wolf? 30. What colour is blood? 31. Who finds the wolf? 32. Can he run away from the farmers? 33. Why can he not do so? 34. Are Paul and George brave? 35. Do you run away, when you see a wolf? 36 What domestic animal does a wolf look like?

The cat and the mouse.

The Coward.

Three little boys are taking a walk in a park, where there are turkeys. These fowls are looking for insects and other food on the ground and among the grass. At seeing them John cries: "Turkeys, now watch me chase them!" He walks boldly up to the fowls and begins to shout at them. They become excited, and one of them straightens up, lifts his head high and ruffles his feathers, while his comb turns blood red.

He does not run away from John; on the contrary, he flies at him with open bill. John gets pale, trembles, turns on his heel and runs. The turkey pursues him, and John runs faster, because he is afraid of the bird. John's two friends look on laughing, but do not come to his aid. In his fright John does not see the wicker border of a lawn, catches his foot in it and falls to the ground, screaming with terror. Frightened by his

screams and by his fall, the turkey runs back from where he came and John rises and leaves the park in a hurry.

Questions: 1. What are the little boys in our story doing? 2. Do we take a walk, when it rains? 3. Do you take walks in the park? 4. What do the boys see in the park? 5. What are the turkeys looking for? 6. Where do they find the insects? 7. What do the turkeys do with the insects? 8. What does John say to his playmates? 9. Do you chase the flies away, when you see them on the sugar? 10. What does John do in walking up to the turkeys? 11. What does one of the fowls do? 12. Of what colour is the comb of a turkey? 13. Does the turkey flee before John? 14. Does a mouse flee before a cat? 15. Who runs away before the turkey? 16. Why does John flee? 17. Is a hare afraid of a dog? 18. Are little girls afraid of a mouse? 19. Is a mouse afraid of a cat? 20. Does a cat jump at a mouse? 21. Does the turkey fly at John? 22. Are you pale, when in fear? 23. Can you write, when your hand trembles? 24. What do John's friends do? 25. Do they come to his aid? 26. Where is the wicker border? 27. Over what does John fall? 28. What frightens the turkey away? 29. Where does the turkey run? 30. Does John remain on the grass? 31. Does he go back to the turkeys?

A hare.

The Lazy Boy.

John likes to sleep. He goes to school at 9 o'clock, but he does not get up till 8. He washes himself badly, combs his hair badly, eats his breakfast in a hurry and has no time to prepare his lessons. His little sister gets up long before he does, at 6 o'clock; she washes, combs her hair, and prepares her lessons well. She studies much, for she is diligent, she is not lazy like her brother. He is not a nice boy to look at. His poodle's head looks smoother than his.

His mother corrects him every day, but John does not heed her. He is a naughty boy to cause his mother so much sorrow. That is why I do not like him and he will get nothing for Christmas from me.

Questions: 1. Do you like to work? 2. What shows us that John is lazy? 3. Is John's sister diligent? 4. Do you look nice, when your hair is not combed? 5. Does John's head look like a poodle's? 6. Does your teacher correct you, when you are lazy? 7 Does John heed his mother? 8. Has John's mother much sorrow? 9. Is John like his sister? 10. Do lazy children get as many Christmas presents as the diligent ones?

Sickness.

Mr. Jewett is very sick. The physician, who stands at the foot-end of the bed, tells the family that he is too ill to recover and that he is going to die.

Mrs. Jewett is seated by the bed, her elbow resting on the pillow, near the head of her poor sick husband; she is weeping, but she hides her face; she does not let him see her tears. One of the sons bends over the bed to hear the last words of his dying father.

It is sad to quit life, when so many beloved ones remain behind.

Questions: 1. Why is Mr. Jewett in bed? 2. Who is standing at the foot-end of the bed? 3. Is the sick man's wife standing? 4. Can the doctor cure the sick man? 5. Can Mr. Jewett live? 6. Must we eat to live? 7. Who is weeping by the bedside? 8. Why does she hide her face? 9. Who is bending over the bed? 10. What does he hear? 11. Are children sad, when their mother is ill? 12. Why does Mrs. Jewett weep?

The Cemetery.

Mr. Jewett is dead, after a long illness. The doctor was unable to cure him. The dead body was placed in a coffin and buried in the cemetery, where are also the graves of his parents and other relatives, who died before him. A pillar of white marble, surmounted by a cross, is erected over the place of his eternal rest.

The widow comes every day, kneels down at her husband's grave and prays. She renews the flowers, which the many friends of the deceased have brought.

Questions: 1. What does the picture represent? 2. Why is the lady dressed in black? 3. What is erected over the grave? 4. Where do the dead rest? 5. Do we die, when we are very old? 6. Do people die, if they do not eat? 7. Can you live without air? 8. Do the dead breathe? 9. Is George Washington alive or dead? 10. Is Napoleon dead? 11. Has a butterfly a long life?

Santa Claus.

In America Santa Claus comes on Christmas eve. He brings presents for the children who, for weeks, talk of nothing but Santa Claus.

After supper the whole family remain together in the dining-room. The children stay up long after their usual bed-time. The smaller ones are very sleepy and the baby can hardly keep her eyes open. She does not wish to fall asleep, because she knows Santa Claus is coming with some lovely presents for good children, and she has been very good. Two of her brothers have been naughty. Edward has disobeyed mama and George has told papa a falsehood. They are not glad that Santa Claus is coming, for they know that he punishes naughty children. They wait a long time, but Santa Claus does not arrive. Papa says: "Let us go to bed. Santa Claus knows that there are naughty boys in this house. He is not coming." At the same moment the door opens and Santa Claus appears. He is very large and dis-

guised as an old man with a long gray beard which hangs down over his chest. He is wrapped in a large cloak and carries on his back a sack with all sorts of toys: swords, drums, guns, dolls, knives, games, etc., but in his right hand he holds a bundle of switches, which he lifts up in a threatening manner. At seeing this, Edward begins to cry and hides behind his mother.

George, who also wishes to get away, crawls under the table. Santa Claus says nothing; he reads in the children's faces that they are sorry for their naughtiness and that they will behave better in future. Before he leaves, he fills the baby's apron with toys and candy, nuts and raisins. Charles receives a gayly painted jumping-jack. After Santa Claus is gone, Edward and George come out of their hiding places, their eyes full of tears. Both promise never to be naughty again, ask their parents to forgive them and they are glad to hear that Santa Claus may leave something for them in the hall.

Questions: 1. What are we talking about? 2. Whom and what do you see in the picture? 3. What does Santa Claus do to good children, and what to naughty ones? 4. What were the boys' transgressions? 5. Describe the appearance of Santa Claus! 6. What does he carry on his back? 7. Why does Edward cry? 8. What does George do, when he sees Santa Claus arrive? 9. Are the boys sorry for what they have done? 10. Do you behave well or are you naughty? 11. What do the children do after Santa Claus is gone?

The Beggar.

It is a winter-day. It is very cold. The ground is covered with snow. In the park a poor man leans against a tree and begs. He supports his left side by a crutch. He has a lame leg and cannot walk without the crutch. He wears miserable clothes, mere rags, full of tears and patches. He has no coat and his arms are almost frozen. He has fallen down and has hurt his head. To hide his bruise he has tied a handkerchief around his head.

A stout gentleman, well dressed in warm clothes and wrapped in a thick fur lined overcoat, passes the beggar. He is accompanied by his wife, also stout and wearing over her beautiful dress a large cloak of rich fur. In front of them walks their little boy, who is warmly clothed, too.

The poor beggar, holding his hat in his hand, says to them: "My good sir, my good lady, please, help a poor man; take pity on my misery." The stout gentleman and lady walk on, without turning to look at him. They are rich, they are well, but they have no compassion for the poor. They are selfish.

Behind these people comes a lady with a sweet little girl. "Mamma," says the latter to her mother, "look at that poor fellow. How he must suffer, how cold he must be! Do give him something!" "Very well, my dear," says the lady, "there, give him this money."

This lady is not so richly dressed as the stout people, but she has a kind heart. She is unselfish. "God bless you!" says the poor man, as he receives the gift.

Questions: 1. What do you see in the picture? 2. Why is the beggar cold? 3. Describe the clothes of the beggar. 4. How did this man get his wound? 5. Describe the persons who pass first. 6. Why do they not suffer from the cold? 7. What does the beggar say to them? 8. Does the stout gentleman pity the beggar? 9. Who comes later? 10. What does the girl say to her mother? 11. Is this lady kindhearted?

The sick Child.

Baby is sick with the croup. His parents call the village-physician. He is an elderly gentleman, with a bald head and with spectacles on his nose. He feels the child's pulse, looks at its tongue and pulls out of his pocket a small vial, which he puts on the table. This vial contains medicine. He pours a little of it in a spoon and takes the child on his knees to give it the medicine himself; but the child cries, weeps, throws his arms around, kicks and is unwilling to take the remedy. The father, resting his elbow on the table, and the mother, standing behind the doctor's chair, watch the sick little fellow.

At the boy's cries his older sister stops playing

with her doll, comes nearer, her doll still in her hand. She makes a face, when she looks at the bottle of medicine. "You are right, brother," she says, "don't you take that nasty stuff; it doesn't look nice at all and tastes horrid." The doctor, hearing this, says: "Children who refuse to take their medicine, grow worse and die. Then they can no longer cry, nor run, nor play. Like the neighbor's little boy, whom you see no more, and who lies buried in the ground, because he would not take the medicine prescribed by the doctor."

Questions: 1. Whom do we call in, when somebody in the family is ill? 2. Is the physician in the picture a young man? 3. Why does he wear spectacles? 4. Has he much hair? 5. With what does a doctor cure people? 6. Is the sick child on the doctor's lap? 7. Does the child keep quiet? 8. Why does it cry? 9. Why does the physician hold the child's arms? 10. Where are the parents, and what are they doing? 11. What is the sister doing before she comes near her brother? 12. Why does she come running? 13. Why does she make a face? 14. What does she say? 15. Who hears what she says? 16. Do children recover, who do not take their medicine? 17. Is the neighbor's little boy dead? 18. Why did he die? 19. Can you walk and run, when you are very ill? 20. Does medicine taste nice and sweet like candy, or is it bitter? 21. Is black coffee without sugar bitter? 22. Where was the neighbor's child put to rest?

Ducks and Geese.

Tommy is very fond of soldiers. When he hears a brass band or the drums and fifes in the street, nothing can keep him away. He follows the soldiers, and where they stop to drill, he stays whole hours to look at them. He has a large wooden sword which he likes to show, and a fife on which he tries to imitate the tunes he has heard. It is great fun for him, when he can get a number of boys together on the common, place them side by side in ranks and have them march four abreast, or in Indian file. Paul, the smallest of his friends, is his ensign. As flag he carries an old towel, fastened to the end of a stick twice as long as he.

One day Tom and Paul start together for the

drilling-place. On their way they pass a farm-yard and notice a flock of ducks and geese coming out of their stable in Indian file. "Company, halt!" commands Tom. Paul obeys the order, lifts his flag high and stands stock-still. Then Tommy draws his sword and commands: "Forward, march!" At the same time he takes his fife in his other hand and blows into it with all his force. The geese stop frightened, begin to scream and beat the air with their wings. At this noise somebody in the farm-house opens a door, and captain and ensign run away. The farmer laughs at such brave soldiers that run away before seeing the enemy.

Questions: 1. What do you see in the picture? 2. Of whom do we speak? 3. What does Tom like to hear? 4. What does he do, when he sees soldiers? 5. What does Tom do with the other children? 6. Where do they meet? 7. Who is the ensign? 8. What sort of flag has he? 9. Where do these two boys go one day? 10. What does Tom see in the farm-yard? 11. What does he do at seeing the geese and ducks? 12. How do the fowls march? 13. What does Paul do? 14. What does Tom do as he commands: "Forward, march!"? 15. What are the commands for "stop" and "start"? 16. What has Tom in his left hand? 17. What does he do with his fife? 18. What do the ducks do on hearing the noise? 19. Do good soldiers run away? 20. Of whom is Tom afraid? 21. Who opens the door? 22. What is the farmer laughing at?

The little Truants.

Fred and Annie have run away from school and have been picking flowers in the fields. An officer sees them and asks them where they come from and why they are not in school. "Our school-master is too severe," says Fred, "he punishes us every day. We don't want to be punished." "Your school-master," replies the officer, "is just; he does not punish you, when you do not deserve it. And you, Annie, what are you running around in the field for, like a cast-off, or an orphan, that has neither father nor mother?"

Annie is sobbing and cannot reply, but Fred answers in her place: "My sister followed me, because I told her to come with me; it is not her fault, I alone

am to blame." "All right," says the officer, "this time I will not take you to the lock up, but you must both go back to school with me."

Thus the children return to the school. They are afraid of the school master, who will punish them, and they are ashamed to face their school-mates, who will laugh at them. They have not the courage to lift up their eyes, and their faces are burning with shame.

The school-master looks at them with severity, but says that he will punish neither, if Fred will promise to apply himself to his studies and not to miss his lessons anymore. Fred promises and keeps his promise. He does all he can to earn praise instead of reproaches.

Questions: 1. What have Fred and Annie done? 2. Who notices them in the field? 3. What does he do? 4 What does Fred tell him? 5. Is it true what Fred says of his school-master? 6. What does the officer reply to Fred? 7. When must a father punish his children? 8. What does the officer ask Annie? 9. Does Annie reply? 10. Is she sobbing? 11. Whom did Annie follow into the field? 12. Whose fault was it? 13. Does the officer put the children in the lock-up? 14. Where does he take them? 16. Of whom are the children afraid? 16. Are they ashamed to face their school-mates? 17 Are you ashamed, when your father scolds you in the presence of other people? 18. Do you blush, when you are ashamed? 19. What does Fred promise?

The Painter's Studio.

Bessie, the daughter of a gardener, carries flowers to the painter's. She holds one bouquet in her hand and has others in a basket. Finding the door of the studio open, she enters. As she does not see anybody, she believes herself alone and amuses herself looking at the paintings, the frames, the draperies, etc.

Suddenly her eye falls on a figure seated in an arm-chair with very high legs. It looks like somebody reading, but not a hand or foot is stirring. Bessie cannot see the face, as it is hidden by a large hat.

"Sir," says Bessie, "I have some flowers for you." No reply. Bessie cries once more and louder: "Sir! Come down; what are you doing there?" The figure does not stir. Bessie loses heart and runs away trembling.

She arrives at her mother's and tells her all. Her mother scolds her first for being too curious, but she cannot help laughing as she explains to her that it is not a real gentleman, but only a dummy, which the painter can dress and drape and use as a model.

Questions: 1. Where does Bessie go? 2. What does she take to the painters? 3. What has she in her basket? 4. Is the door leading to the studio closed? 5. Whom does Bessie see in the studio? 6. Are you alone in this class? 7. What does Bessie amuse herself with? 8. What does she see on the high-legged chair? 9. Is it the painter himself? 10. How is the dummy dressed? 11. How does the dummy hold its arms? 12. Does the dummy resemble a man? 13. How does a painter use a dummy? 14. What does Bessie exclaim? 15. To whom does Bessie think she is talking? 16. Does the figure give any reply? 17. Does it stir? 18. Could it? 19. Is Bessie afraid? 20. What makes her afraid? 21. Why doesn't she stay? 22. Where does she go? 23. What does she tell her mother? 24. Does her mother blame her for her curiosity?

The Negro.

Frank goes on a journey with his grandfather. Arriving at the station, the conductor shows them into a railway carriage. They get in, take seats and grandfather, who is very fond of smoking, pulls his pipe out of his pocket to fill it. At this moment he feels somebody pull his arm violently Turning round he sees his grand-child, pale and his eyes sticking out of his head "There, there," Frank stammers, "grandfather, look! A black man! He will eat us! I am afraid! I am afraid! Clutching his stick between his two hands he gets as close as he can to grandfather. The latter turns round and is frightened at seeing near him a man as black as coal, with large eyes and shining, white teeth. It is a negro, servant in a family just arrived from America. As there are no negroes in European villages, our two travellers have never seen one and grandfather

does not feel at ease. He moves away as far as possible.

At first the negro pays no attention to them. He smokes a cigar and looks out of the window, but when he sees that grandfather has filled his pipe, he offers him a match, speaking more politely than many a white person. Surprised and pleased, grandfather accepts the match and says: "Thank you, sir." Finding that the negro speaks and understands, Frank takes heart, casts off his fear and long before the end of the trip he and the negro are good friends.

Questions: 1. Where is Frank going? 2. Is he going alone? 3. Who shows them into a carriage? 4. What does grandfather like to do? 5. What does he do? 6. Who pulls him by his sleeve? 7. Is Frank afraid? 8. Can his grandfather read his fear in his face? 9. Why does Frank hide? 10. What does he think the negro will do? 11. Do you believe that negroes eat little children? 12. Are there any people that eat human flesh? 13. Is it the first negro Frank has seen? 14. Have negroes whiter teeth than you? 15. Is the grandfather, too, afraid of the negro? 16. Where does the negro come from? 17. Who is he? 18. Have you ever seen a negro? 19. Does the grandfather move nearer the negro? 20. Does the negro look at them? 21. What is he doing? 22. Does grandfather accept the match the negro offers him? 23. Is Frank surprised to hear the negro talk? 24. Does Frank speak to the negro before the end of the trip?

APPENDIX.

Lessons on Pronunciation.

The Alphabet.

Capitals.

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

Small Letters.

a b c d e f g h i j k l m n o p
q r s t u v w x y z

The Vowels.

a

rat, pat, mat, hat, tack, ram, sham, pan, hang, bank, stamp, lamp, drank;

rate, late, pate, mate, hate, skate, take, name, same, game, shame, pane, make, cake, shake, taste;

arm, harm, card, hard, part, large, march, harp, dark, mark, bark, smart;

all, hall, fall, ball, tall, wall, salt, small, warm, want, talk, chalk, walk.

e

let, get, pet, bet, peck, neck, best, desk, next, fresh, shell, slept, help, spend, lent, lend, mend;

me, he, she, feet, see, cheek, keep, bleed, sleep, green, heel, tree, street, meet.

i

bit, rid, rip, fin, pin, sin, win, swim, split, sit, trick, sick, lift, swift, bring, drink;

bite, ride, ripe, fine, pine, shine, wine, kite, mite, pike, nine, mile, five, fire, dine, blind, wild, mild, kind.

The teacher should not only practice the above words but also others similar to them, writing them distinctly on the blackboard. The meaning of the words given as pronouncing exercises should not be explained. We have given only the principal sounds of the letters; accidental sounds and rare combinations of letters can be taught when met.

o

stop, rock, not, pot, trot, top, block, shop, clock, lock, long, song, strong, prompt;

pole, pose, home, hope, spoke, rose, stone, rope, post, most, gold, sold;

moon, soon, noon, spoon, school, cool, boot, poor, broom, stool, hoop.

u

us, run, pun, hum, plum, sun, fun, cut, muff, cuff, dull, must, luck, duck, much, sung, rung, dusk, trust, crush, bunch;

use, pure, cure, tune, duke, tube, mute, due, hue, imbue.

er, ir, ur

her, fur, fir, sir, stir, pur, cur, burn, firm, first, burst, girl, hurl.

y

yes, yonder, young, yule, yell, yellow;

my, dry, fly, sky, cry, pry.

ai, ay

sail, rail, nail, rain, pain, paint, grain, claim, wait, maid, paid, day, may, pay, gray, play, way, stay, hay, lay, pray.

aw

draw, drawn, law, lawn, shawl, straw, claw, crawl, yawn.

ea

heat, deal, treat, reach, clean, meat, clear, fear, each, leave, dream, speak, mean, hear;

dead, deaf, dealt, meant, spread, dreamt, great, bear.

ie = i

flies, tries, pie, lie, skies, cried, spied.

oa = o

boat, soap, foam, soak, coat, loaf, goat, oak, float, roast, board.

ou

house, out, loud, about, mouse, rouse, shout, found, hound, proud, sound, stout, pound, flour, count, mouth.

ow = o

low, blow, show, slow, snow, glow, mow, bowl, own, flown, grown.

ow = ou

now, how, cow, brow, brown, gown, drown.

ew = u

pew, few, new, dew, drew, stew, strew.

oy

boy, toy, destroy, employ, enjoy.

The Consonants.

b, p

bee, pea, blast, plaster, blessing, pleasant, hub, hop, robber, ripper, baby, papa, ebb, up, bit, pit, robe, rope.

d, t

ride, rite, tried, trite, side, site, dry, try, teem, deem, doe, toe, cold, colt.

g, k

go, get, keep, kid, lock, lack, lag, leak, leg, peg, peck, glad, kick, sack, sag, drag, fig, big, pick, pig.

s, z

so, see, seal, less, miss, fuss, buzz, fuzz, zeal, lazy, as, is, has, goes, was, runs, comes.

c = ss

face, race, place, dance, since, ceiling, celery, cigar, Cicero, Cincinnati.

c = k, g

can, come, cube, crack, cocoa, corn, scold, scrap, strict, gold, cold, glean, clean, grate, crate, grave, crave.

g

go, get, give, bag, big, glen, green, long, song, wing, sting, finger, longer, linger;

gem, German, gill, gin, giraffe, large, hedge, bridge, singe, hinge, lounge.

ch, sh, j (g)

chum, shun, jam, sheer, cheer, jeer, jar, cherry, sherry, jolly, jelly, chilly, mush, much, barge, cash, rash, rush, such, wish, which, large, church, ginger, launch, lounge.

qu

quit, quack, quest, queer, queen, square, squeak, squint.

f, v

ferry, very, life, alive, fife, five, have, off, give, if, strife, strive.

w, wh

we, will, want, weed, wing, were, where, witch, which, why, when, war.

f, v, w

fill, will, file, vile, while, fit, wit, feel, veal, weal, valve, wolf.

s, th, t, d

sick, thick, sin, thin, tin, sat, that, see, the, lass, lath, moss, moth, three, tree, thirty, dirty, den, then, think, sink, tinker, thinker, deft, theft.

th

thick, thin, three, thirty, with, cloth, tooth, that, this, then, them.

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